

unicef 
UNITED KINGDOM

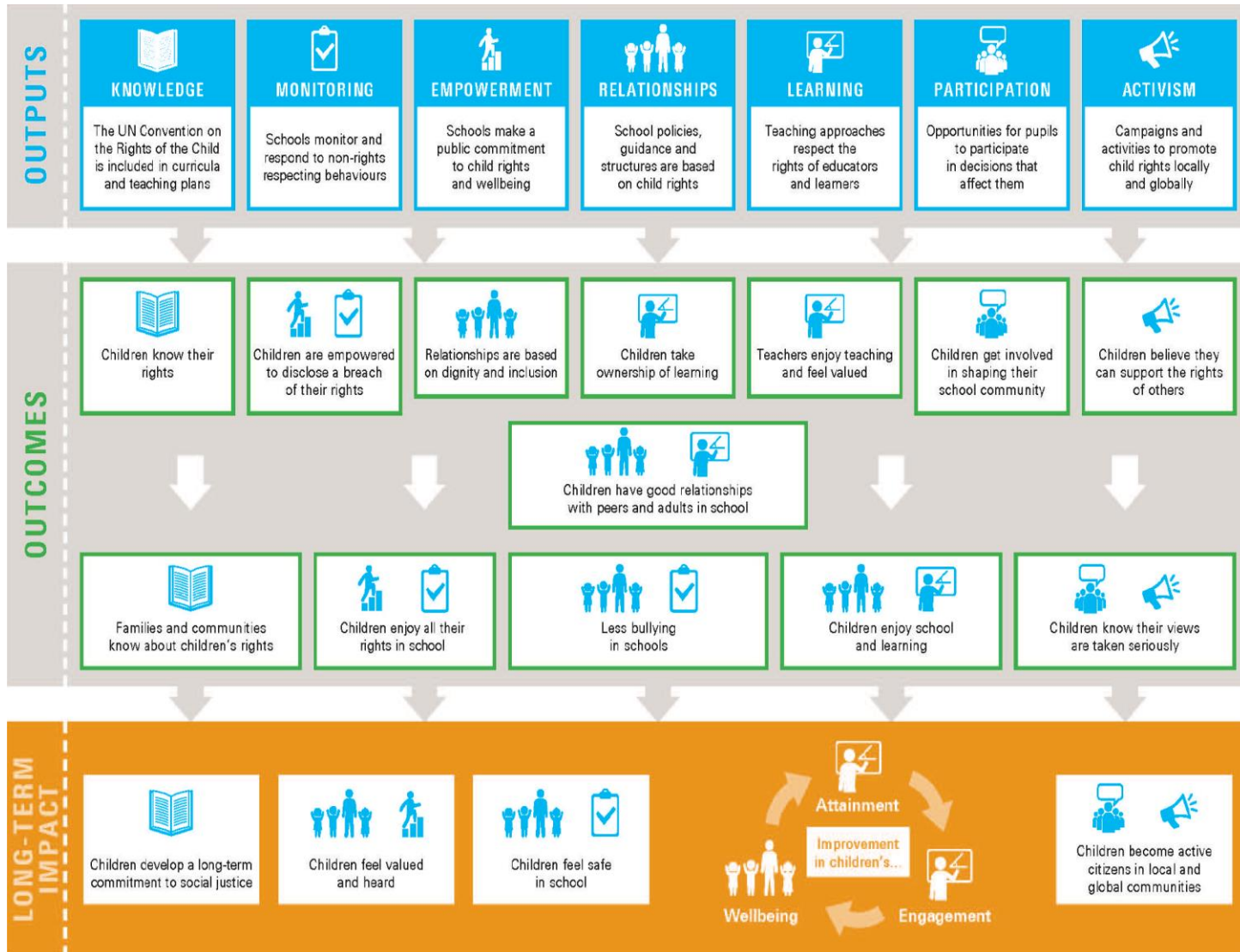


**RIGHTS
RESPECTING
SCHOOLS**

**RRSA IMPACT 2020:
THE EVIDENCE**



OUR THEORY OF CHANGE (ORIGINAL 2017 VERSION)



Our Theory of Change is the starting point for how we achieve change for children.

- What do Rights Respecting Schools do?
- How does this support children and the wider school community?
- What is the long-term impact for children?

HOW DO WE KNOW?

The following slides present the evidence that supports our Theory of Change and demonstrates impact for children and whole school communities.

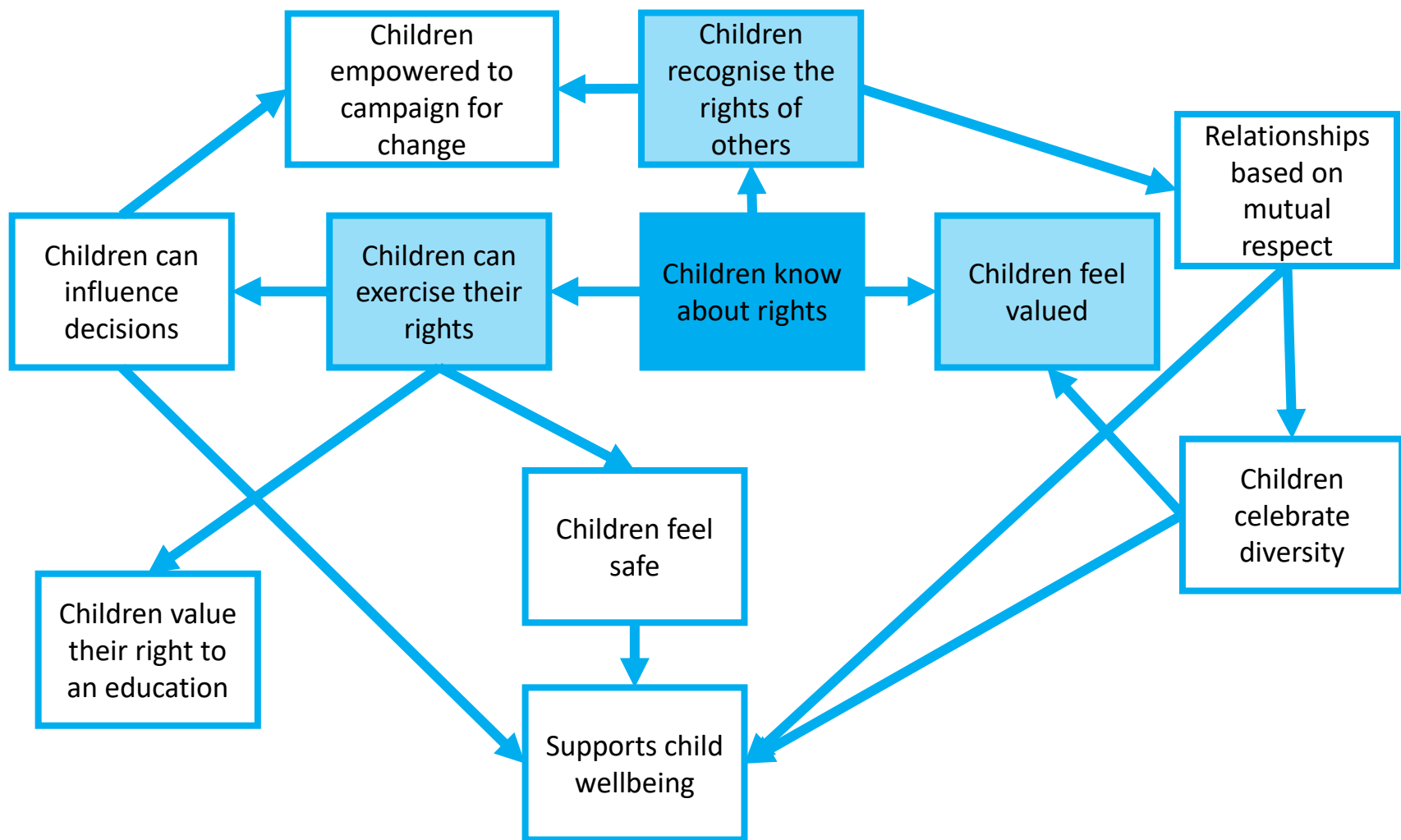
Data gathered over three years(2017-2019) shows consistent findings on areas of impact.

Unless otherwise stated, data reported are based on our most recent findings, from schools participating in 2019.

Evidence gathered through:

- Independent research and evaluations
- Surveys with over 190,000 pupils and over 20,000 staff
- Self-assessments by over 600 headteachers
- School inspection reports
- Information gathered through accreditation visits

SUMMARY OF FINDINGS

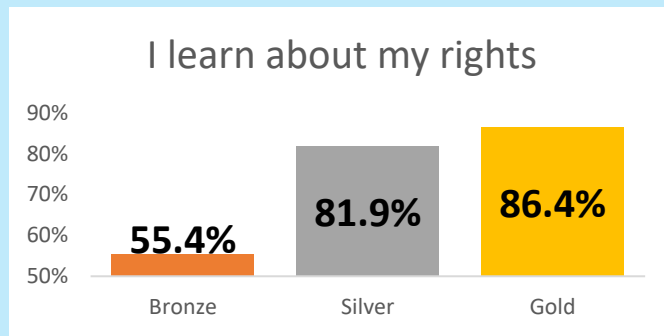


The diagram here shows the connections between impacts highlighted in our qualitative data.

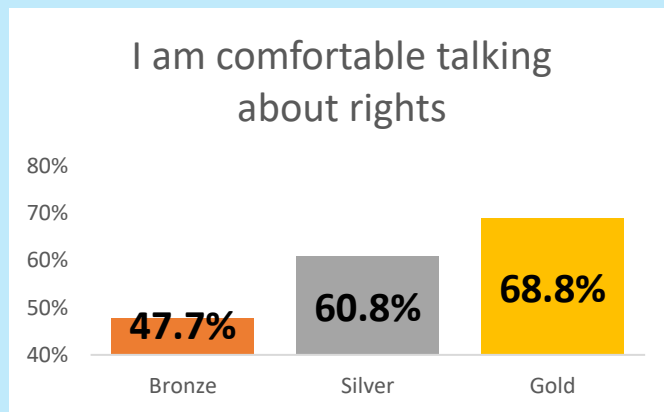
Knowledge about children's rights is central to achieving these impacts, since they not only set standards that children can expect, but also empower children to challenge when these standards are not met.

CHILDREN LEARN ABOUT THEIR RIGHTS

Pupils tell us...



Adults strongly agreed that...



"It would be hard not to know about rights because we put them everywhere we can. It's important to have them on the class doors because you know the teacher understands that rights are important." (Pupil, Gold RRS)

"The school have a rights focus every Friday. My son can talk about it at home; he really understands things and what it really means. We have discussions about things we see on the news." (Parent, Gold RRS)

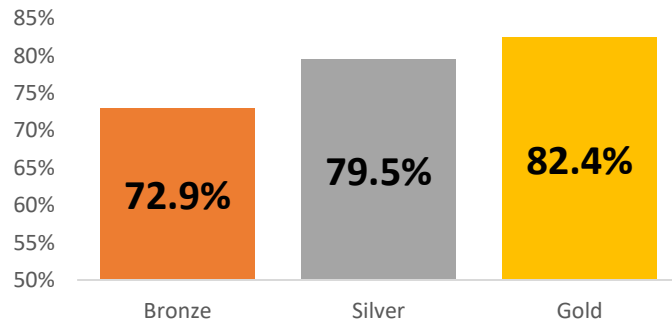
Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a statistically significant increase in those who agreed that **I learn about my rights at school, with an average 37% increase.**

"The rights of the child are at the heart of the school's vision. This is an excellent feature. Pupils have an exceptional understanding of their rights under the United Nations Convention, and this promotes their awareness of fairness, equality and tolerance effectively." [Inspectorate report, Gold RRS)

CHILDREN CAN EXERCISE THEIR RIGHTS

Pupils tell us...

I could tell someone if I felt unsafe



One area in which children feel that knowing their rights makes them more able to demand them is in feeling safe and seeking protection from violence, abuse and neglect (article 19).

"[A brother and sister] have opened up recently about their terrible experiences in early childhood - due to recent therapy etc - but the thing that touched me most was [name] has said repeatedly 'She has the right to have her voice heard.' I feel quite emotional that her understanding of the rights has empowered her to talk about her abuse." (Staff, Gold RRS)

"The right to be safe helps. If you know this is your right and it's being violated, you can report something wrong and know it will be tackled." (Pupil, Gold RRS)

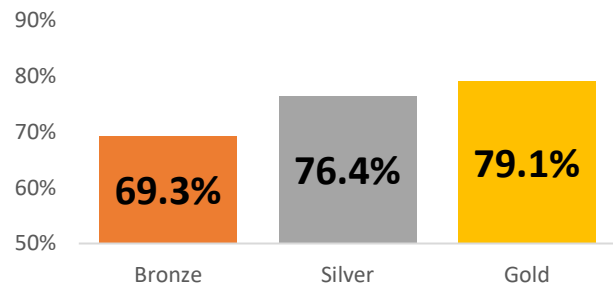
"If you don't feel safe, if you know your rights you can confront people who are treating you badly" (Pupil, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a statistically significant increase in those who agreed that **they could tell someone if they felt unsafe (+5%)**.

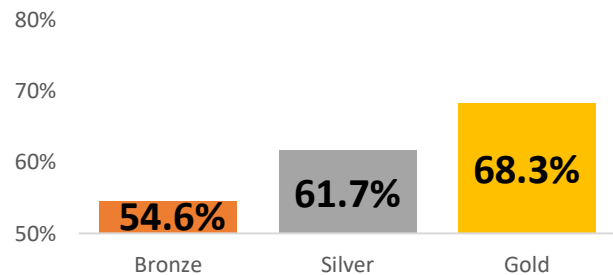
A CULTURE OF RESPECT ACROSS THE SCHOOL COMMUNITY

Pupils tell us...

Adults treat me with respect



Pupils are kind and helpful



“When asked whether pupils are ever unkind to each other, one boy said: ‘Of course not, we are a rights respecting school.’”
[Inspectorate report, Silver RRS]

“I watched a TV programme about how two schools spent time together and initially they had disrespectful attitudes to each other. We just don’t have that here. I was impressed how the school has built relationships.”
(Pupil, Gold RRS)

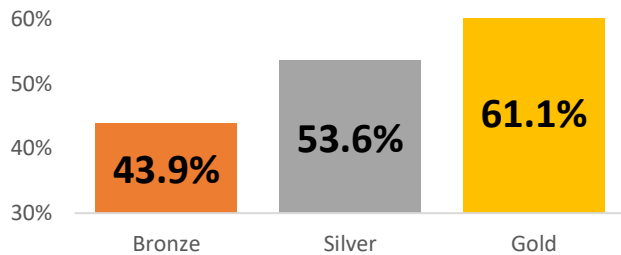
“The school’s ‘Rights Ambassadors’ use their training in restorative practices to assist with any disagreements on the yard at playtimes effectively. Nearly all pupils have very positive attitudes and behaviour towards others, and understand that they should treat everyone with respect.” [Inspectorate report, Gold Primary]

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a statistically significant increase in those who agreed that **pupils were kind and helpful (+6%)**.

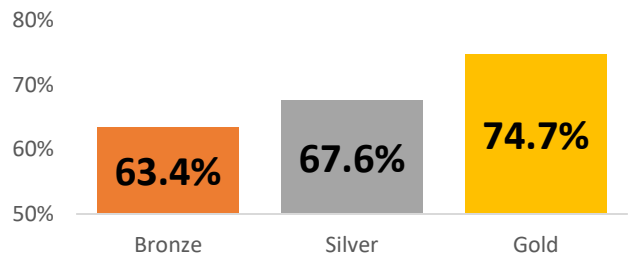
A CULTURE OF RESPECT ACROSS THE SCHOOL COMMUNITY

Adults strongly agree that...

I am treated with respect by pupils



I am treated with respect by other adults



"Rights have changed the way I teach, it has strengthened my relationships with pupils because everything is founded on respect." (Teacher, Gold RRS)

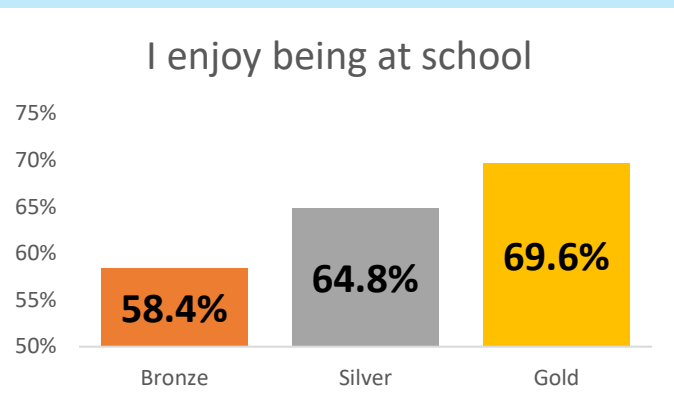
"There is a strong bond and a culture of trust and understanding between pupils and their teachers. This is reinforced through the strong focus across the school on rights and respect, based on the UNICEF Convention on the Rights of the Child. Pupils know that their teachers care for them and that they are committed to protecting their rights and ensuring that everyone is valued equally." (Inspectorate report, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, staff surveys showed a statistically significant increase in those who agreed that they were **treated with respect by adults (+11%) and pupils (+17%)**.

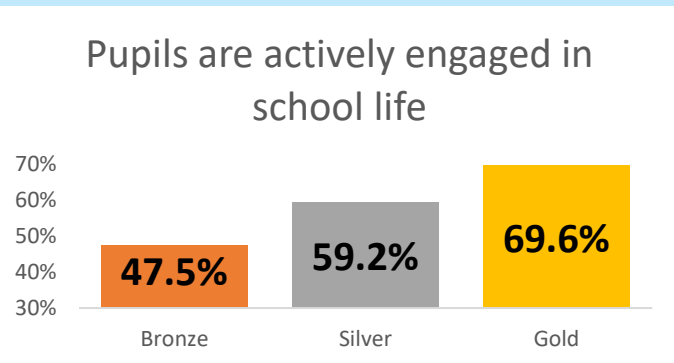
93% of headteachers report some noticeable or significant impact on children and young people having *'improved respect for themselves and for others.'*

PUPIL ENGAGEMENT: A SHARED SENSE OF COMMUNITY AND BELONGING

Pupils told us...



Adults strongly agreed that...



“The initiative has been a way for pupils and staff to regain pride in their school and take back ownership following a traumatic event in the life of the school.”
(Headteacher, Gold RRS)

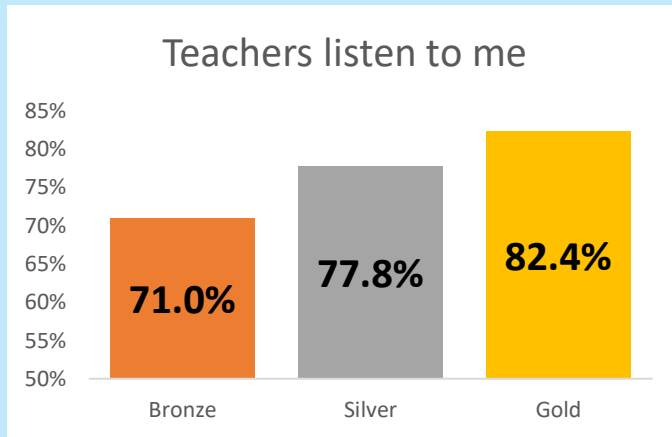
Pupils are clearly proud of their school and spoke to inspectors articulately and knowledgeably. This was especially the case when we were discussing what it meant to pupils to be a ‘rights respecting school’.”
(Inspectorate report, Gold RRS)

79% of headteachers report some noticeable or significant impact on the proportion of children who ‘like school.’

90% of headteachers report some noticeable or significant impact on children and young people ‘developing positive relationships.’

A CULTURE WHERE CHILDREN'S VOICES ARE HEARD AND VALUED

Pupils tell us...



"[...] it has really helped in my confidence and willingness to help represent the needs of other students. I listen to what fellow students would like to see and take any ideas and intentions back to meetings and try and find solutions and projects that will fulfil and answer any concerns and questions raised. [College] is a community that allows for the students to have a voice within the college and be able to speak up about concerns and plans that they would like to see." (Sixth form pupil, Gold RRS)

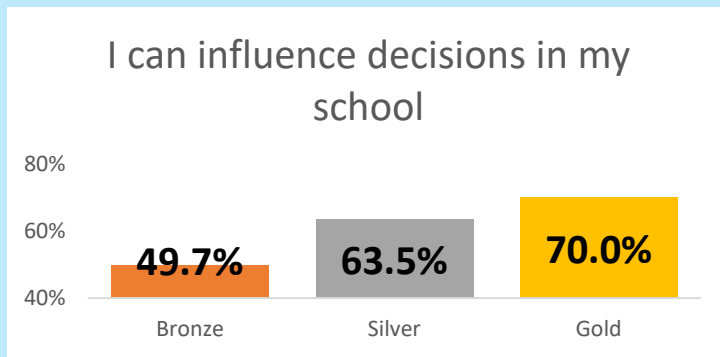
Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a statistically significant increase in those who agreed that **teachers listen to me (+5%)**.

"It's an open school. If somebody wants to have an impact, people are willing to listen. It's always open to innovation. Pupils feel empowered...that somebody's listened." (Staff member, Gold RRS)

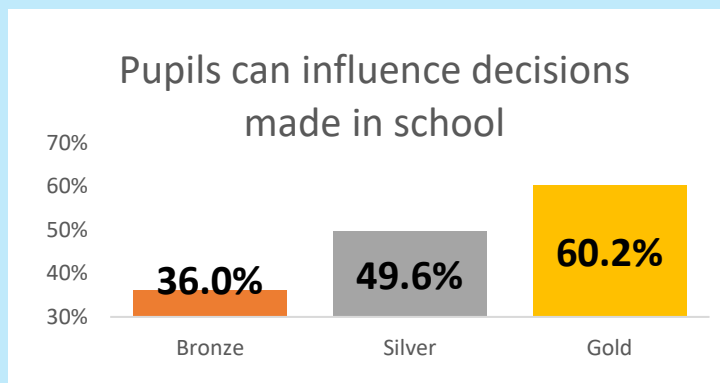
"There is a strong culture of listening to pupils, ensuring that they have a voice. In every class, pupils have reflected on their own rights, such as 'the right to special care for my special needs'." (Inspectorate report, Silver RRS)

A CULTURE WHERE CHILDREN'S VOICES ARE HEARD AND VALUED

Pupils tell us...



Adults strongly agree that...



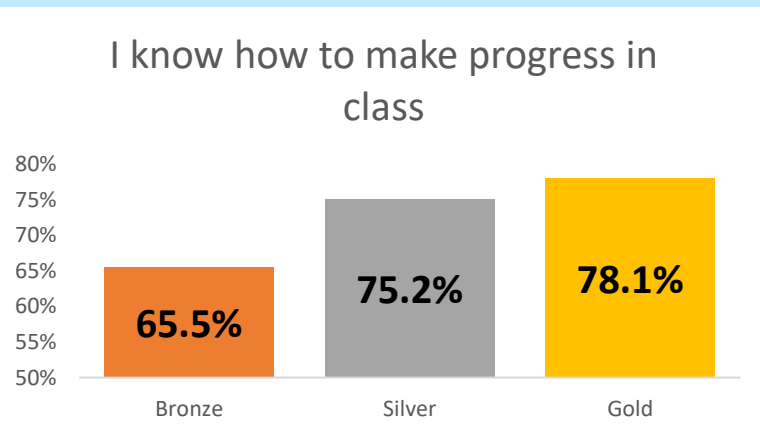
Pupils have plenty of opportunities to develop their social skills. They learn about how they can help others and resolve conflicts. They understand it is important to respect the views and rights of others. Pupils explained confidently how the school's values help them with this. Through the school council, pupils share their views on the school and agree ways to make it better. Leaders take pupils' views seriously and act on their suggestions." (Inspectorate report, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a statistically significant increase in those who agreed that **I can influence decisions in my school (+14%)**.

"If we feel something is not fair we have the opportunity to make a change. Like Article 12 says, we can share what we think, making our school a happier and more pleasant place to work and learn." (Pupil, Gold RRS)

CHILDREN TAKE THEIR RIGHT TO AN EDUCATION SERIOUSLY

Pupils told us...



"[Children] really own their right to learn and to have an education. They use the language and they expect to have a say in class." (Staff member, Gold RRS)

"Being part of RRSAs has given children a bigger voice. They are more involved in their learning, using their initiative more". (Staff member, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a statistically significant increase in those who agreed that **I know how to make progress in class (+8%)**.

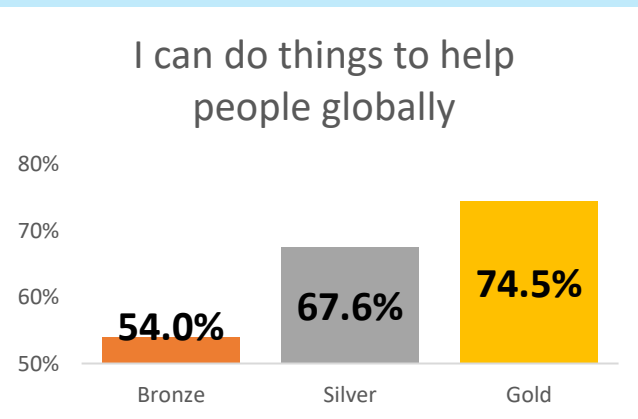
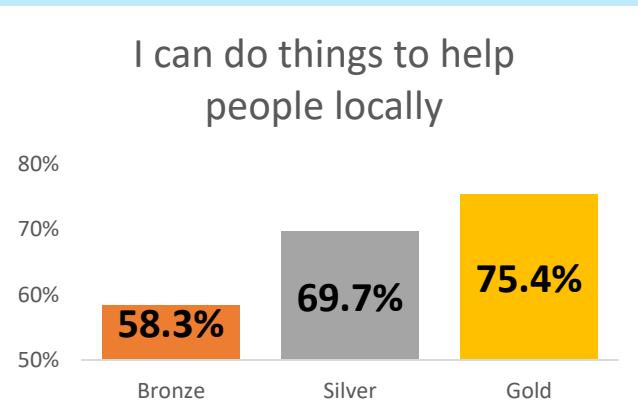
89% of headteachers report some noticeable or significant impact on the **children's engagement with their own learning**.

"Pupils also consider the United Nations Convention on the Rights of the Child in great depth. Pupils debate and share their views in a very considered way. This helps them to become confident learners who are not afraid to get things wrong." (Inspectorate report, Silver RRS)

"We have a right to reach our potential and this will look different for every child. Our teachers understand this and support us to be our best." (Pupil, Gold RRS)

GLOBAL CITIZENSHIP: CHILDREN BELIEVE THEY CAN CHANGE THE WORLD FOR THE BETTER

Pupils told us...



“Our pupils lead campaigns and know that their voice and actions can make a difference to children locally and globally. As a result of being a Rights Respecting school, our children now stand up for their rights and have respect for the rights of others.”
(Headteacher, Gold RRS)

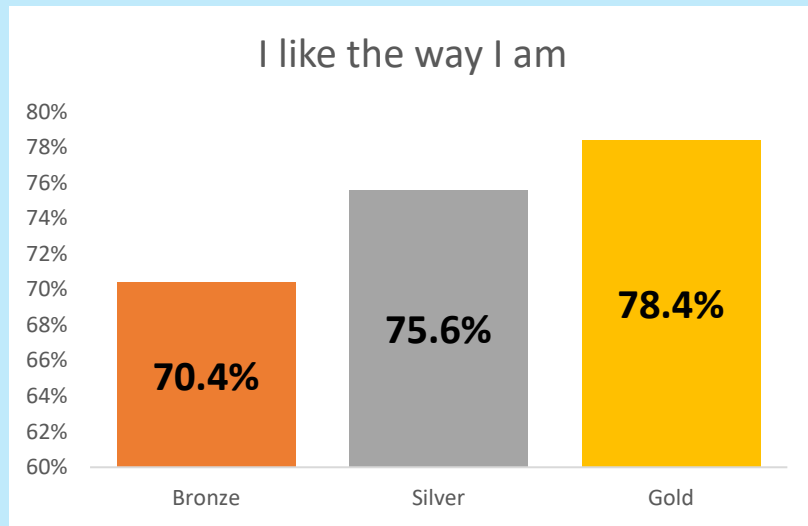
“I feel learning about rights has made my kids much more well-rounded people because they don’t just think about themselves, they are so much more aware of everyone else around them and why making a difference is important.” (Parent, Gold RRS)

“It really made you realise what it would be like to go without your basic rights and the things you need. It makes you want to help everyone. We see these things happening on the news but it could happen to anyone.” (Pupil, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a significant increase in those who agreed that **I can do things to help other locally (+30%) and globally (34%).**

CHILDREN DEVELOP SELF-ESTEEM AND VALUE THEMSELVES

Pupils told us...



"I no longer felt guilty for having negative thoughts surrounding my disability and I started to use [rights] to create a positive change" (Pupil, Silver RRS)

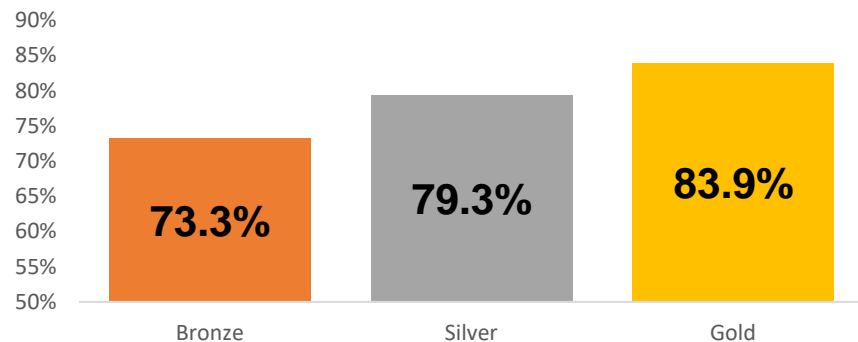
"Without knowing about my rights I would not be the person that I am today. I used to be quiet, but now I am confident and feel inspired to help others feel the same."(Pupil, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed a small but significant increase in those who agreed that I **like the way I am (+4%)**.

A SCHOOL ENVIRONMENT WHERE CHILDREN FEEL SAFE AND CARED FOR

Pupils told us...

I feel safe at school



“There is a very caring and supportive ethos, where nearly all pupils are happy and feel they are valued. All pupils learn about their rights, which helps them to support each other and to feel safe in school. They show a strong understanding of respect and tolerance, based on their knowledge of the values that the school promotes. (Inspectorate report, Gold RRS)”

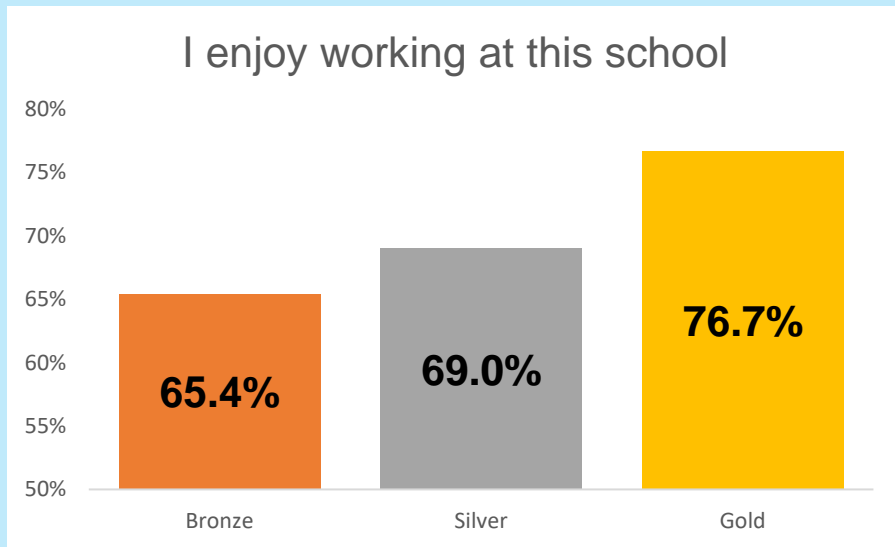
89% of headteachers report some noticeable or significant impact on reducing bullying or exclusions in the school.

“I think it’s had quite a big impact, everything has got much better, children are respecting their own rights and other children’s rights. The teachers respect the rights of the children by listening to what they say and letting them speak. The environment in class, in the playground, all around makes you feel safe, you feel nothing wrong is going to happen.” (Pupil, Gold RRS)

Within schools progressing from Bronze to Silver in 2019, pupil surveys showed small but significant increases in those who agreed that **I feel safe at school (+5%)**.

ADULTS ALSO BENEFIT FROM A RIGHTS RESPECTING CULTURE

Adults strongly agree that...



The Teacher Wellbeing Index shows that across the UK, the mental wellbeing of education professionals is a serious concern and has been getting worse over the last few years. Over 70% of education professionals described themselves as stressed in 2019, and more than half of those surveyed had considered leaving the profession due to pressures on health and wellbeing (Education Support, 2019).

Rights Respecting Schools see improvements in some of the factors known to influence teacher wellbeing, including pupil behaviour and a respect from other adults.

Within schools progressing from Bronze to Silver in 2019, staff surveys showed small but significant increases in those who agreed that **I enjoy working at this school (+6%)**.